

**Pima Community College**

**Community Campus**

**Post Baccalaureate Teacher Education  
Program**

General Information Packet

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## **MISSION STATEMENT AND GOALS**

Pima Community College welcomes all who seek to increase their knowledge, gain skills, enrich their lives, and benefit from the diverse learning opportunities it offers.

The College provides quality, comprehensive, affordable higher education. The College assesses the needs of its communities and responds quickly to provide programs and services. It offers both traditional and alternative approaches to learning, emphasizes teaching excellence, assesses student learning, and builds collaborative partnerships. The College promotes access for students through multiple sites and interactive technologies. It recognizes that its constituents benefit from global awareness.

Consistent with this mission, the College reflects the values and aspirations of the greater community that it serves by believing in vision and leadership, quality learning in a caring environment, diversity, and responsiveness and collaboration.

The College fulfills its' mission through a variety of purposes. Pertinent to teacher education is the purpose of Occupational and Professional Education – to educate and train students for the requirements and opportunities of the changing local and global economies.

Reflective of Pima's mission, values, and purposes, the Advanced Certificate in Teacher Education has the following goals:

- To effectively prepare professional teachers for success in the elementary and secondary classroom.
- To align course and curriculum objectives with Arizona state standards regarding teacher preparation and student academic proficiencies.
- To train teachers who are sensitive to diversity and knowledgeable of technology.
- To emphasize teaching excellence by linking theory with substantial practicum experience.
- To respond to the community shortage of qualified teachers through collaborative efforts with local school districts.

## **PROGRAM OPTIONS**

<b>Elementary Education Certification</b>	<b>Secondary Education Certification</b>
EDU 268 Education Seminar (1 credit hour)	EDU 268 Education Seminar (1 credit hour)
<b>Foundations</b>	<b>Foundations</b>
EDU 270 Educational Technology and Curriculum Integration (3 credit hours)	EDU 270 Educational Technology and Curriculum Integration (3 credit hours)
EDU 271 Introduction to Teaching (3 credit hours)	EDU 271 Introduction to Teaching (3 credit hours)
EDU 272 Educational Psychology (3 credit hours)	EDU 272 Educational Psychology (3 credit hours)
EDU 273 Introduction to Special Education (3 credit hours)	EDU 273 Introduction to Special Education (3 credit hours)
EDU 274 ESL Foundations (3 credit hours)	EDU 274 ESL Foundations (3 credit hours)
EDU 275 Classroom Management (3 credit hours)	EDU 275 Classroom Management (3 credit hours)
<b>Methods</b>	<b>Methods</b>
EDU 276 Balanced Literacy (3 credit hours)	EDU 281 ESL Methods and Curriculum Development (3 credit hours)
EDU 277 Phonics Instruction in a Balanced Literacy Setting (3 credit hours)	<b>Only one of the following methods courses must be completed</b>
EDU 278 Elementary Science Methods and Curriculum Development (3 credit hours)	EDU 285 Secondary Teaching Methods (3 credit hours)
EDU 279 Elementary Math Methods and Curriculum Development (3 credit hours)	EDU 282 Science Methods in the Secondary Classroom (3 credit hours)
EDU 280 Elementary Social Science Methods and Curriculum Development (3 credit hours)	EDU 283 Math Methods in the Secondary Classroom (3 credit hours)
EDU 281 ESL Methods and Curriculum Development (3 credit hours)	EDU 284 English/Language Arts in the Secondary Classroom (3 credit hours)
EDU 290 Internship (8 credit hours)	EDU 290 Internship (8 credit hours)
<b>Total - 45 Credit Hours</b>	<b>Total – 33 Credit Hours</b>

There are two options when completing the student teaching requirement:

- Complete a traditional student teaching experience of 9 weeks, full-time (EDU 290 Internship) or,
- Teach full-time for two years at the level you desire certification and provide verification by an administrator and the 8 credits for student teaching can be waived by the Arizona Department of Education

## **PROGRAM COST AND FEE SCHEDULE**

<b>College registration fee</b> (All students attending Pima College pay a registration processing fee each semester)	\$5.00
<b>Cost per credit hour</b>	\$39.00 (per credit hour)
<b>Practicum Course fee</b> (A course fee is assessed for each course practicum to cover reimbursement of mentor teacher time.)	\$20.00 (per credit hour)
<b>Student Teaching fee</b> (In addition to the credit hour cost, a student teaching fee is assessed to cover the reimbursement of the student-teacher supervisor and lead teacher's time.)	\$500.00
<b>Testing for Program Admission</b>	Free

## **PROCEDURES FOR ADMISSION**

Students admitted to the Advanced Certificate in Teacher Education **must** have a bachelor's degree from an accredited college or university.

### **a. Criteria for Admission**

- Bachelor's degree from an accredited institution
- Completion of 12 credit hours of Foundation Courses\* with a minimum grade of C *and* an overall GPA of 2.5
- Math assessment using the Compass Assessment Exam (Elementary Education Certification *only*)
- Remediation plan, if necessary
- Formal application to program
- Letter of interest stating reasons for wanting to teach and experience with children
- 2 letters of character reference
- Fingerprint clearance
- Acceptable score on the TOEFL for non-native English speakers

\*Students must complete 12 hours of coursework in Educational Foundations. The purpose of the Foundation courses is to provide students with the underlying knowledge needed in essential areas. These concepts will be built upon in subsequent methods courses. The Foundation courses are:

- EDU 270 Educational Technology and Curriculum Integration
- EDU 271 Introduction to Teaching
- EDU 272 Educational Psychology
- EDU 275 Classroom Management

## **PROGRAM PHASES AND RESPONSIBILITIES**

	<b>Emergency Certified Teachers</b>	<b>Non-Certified Students</b>
<b>Phase I</b> Preadmission to Program	<p>Completion of 12 credit hours of Foundation Courses (grade “C” or better)</p> <p>Math assessment complete (Elementary Ed. Only)</p> <p>Formal application on file</p> <p>Copy of Bachelor’s degree and official transcripts on file</p> <p>Letter of interest on file</p> <p>2 letters of character reference on file</p> <p>Fingerprint clearance on file</p>	<p>Completion of 12 credit hours of Foundation Courses (grade “C” or better)</p> <p>Math assessment complete (Elementary Ed. Only)</p> <p>Formal application on file</p> <p>Copy of Bachelor’s degree and official transcripts on file</p> <p>Letter of interest on file</p> <p>2 letters of character reference on file</p> <p>Fingerprint clearance on file</p>
<b>Phase II</b> Admitted to Program	Completion of course requirements for either Elementary or Secondary Education Certificates	Completion of course requirements for either Elementary or Secondary Education Certificates
<b>Phase III</b> Student Teaching	Not required for Emergency Certified Teachers with <u>two years of teaching experience</u>	9 weeks of full-time student teaching required with program approved mentor teacher
<b>Phase IV</b> Graduation	<p>Official application to Arizona Department of Education complete</p> <p>Copy of passing score on Teacher Proficiency Exams</p> <p>U.S. and AZ constitution requirement complete</p> <p>Application for graduation completed</p>	<p>Official application to Arizona Department of Education complete</p> <p>Copy of passing score on Teacher Proficiency Exams</p> <p>U.S. and AZ constitution requirement complete</p> <p>Application for graduation completed</p>

## **TESTING AND REMEDIATION INFORMATION**

All students who wish to apply to the Post-Baccalaureate program in Elementary Education **MUST** take the **math** portion of the Compass Test.

This test is:

- ❖ Free of charge
- ❖ Offered at all campus sites
- ❖ Can be taken with out appointment
- ❖ Computer generated

Prospective examinees must:

- ❖ Call their testing site of choice for days/hours of testing availability
- ❖ Have a completed Pima Community College application on file
- ❖ Bring photo identification
- ❖ Plan for about an hour of examination time

Test Preparation:

- ❖ Practice preparation and tests are available at by going to [www.pima.edu](http://www.pima.edu) and clicking on the ADMISSIONS icon. Assessment information along with links to the COMPASS testing sites are available.

Students enrolled in the Elementary Education option who do not assess at the appropriate level on the exam will be required to complete additional math courses to remediate the deficiency. Pima offers hierarchal levels of remedial coursework in English, reading, math, and ESL. All remediation plans will be tracked by academic advisors, who are responsible for notifying the student that he/she has made up the deficiency and is eligible to enroll in the Advanced Certificate program again.

## **TRANSFER OF COURSE WORK FROM OTHER INSTITUTIONS**

A maximum of 9 units may be transferred from another program/institution into Pima's Post Baccalaureate Program. The transfer of previously completed coursework will occur upon evaluation by the program director or full-time faculty. Please follow this process:

1. Schedule an appointment with the Program Director or full-time faculty.
2. Bring a copy of your official transcript containing grades from the classes you wish to transfer.
3. Bring copies of course descriptions and outlines from the classes you wish to transfer. These can usually be found in school catalogues and on line at College and University web sites.
4. Bring completed "Course Transfer Petitions" for each class you wish to transfer.
5. Please note that although some coursework may be transferred the grades themselves will NOT be transferred and cannot be included in your grade point average.

Course Title (from other institution):		Course Title (Pima C.C.):	
Institution name & address:			
Year class was taken:	Grade received:		
Number of credit hours:		Number of credit hours:	

## **General Schedule** **2002- 2003**

The following 2002-2003 schedule reflects eight 6-week rotations with a two-week winter holiday in Dec/Jan and a two week Spring vacation in May.

### **May 27- July 5      Session I**

EDU 270 Educational Technology and Curriculum Integration  
EDU 271 Introduction to Teaching

### **July 8 – Aug 16      Session II**

EDU 272 Educational Psychology  
EDU 275 Classroom Management

### **Aug 19- Sept 27      Session III**

EDU 270 Educational Technology and Curriculum Integration CRN 15405  
Catalina High School 5:30 PM – 8:25 PM Monday and Wednesday

EDU 273 Introduction to Special Education CRN 15358  
Rincon High School 5:30 PM – 8:25 P.M. Tuesday and Thursday

EDU 268 Education Seminar CRN 15361  
Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM  
Meets three Saturdays: August 24, September 7, and September 21

### **Sept 30 – Nov 8      Session IV**

EDU 271 Introduction to Teaching CRN 15356  
Catalina High School 5:45 PM – 8:40 PM Monday and Wednesday

EDU 274 ESL Foundations CRN 15359  
Rincon High School 5:30 PM – 8:25 PM Tuesday and Thursday

EDU 268 Education Seminar CRN 15362  
Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM  
Meets three Saturdays: October 5, October 19, and November 2

### **Nov 11- Dec 20      Session V**

EDU 275 Classroom Management CRN 15357  
Catalina High School 5:30 PM – 8:35 PM Monday and Wednesday

**Nov 11- Dec 20      Session V cont.**

EDU 281 ESL Methods and Curriculum Development CRN 15360  
Rincon High School 5:30 PM – 8:00 PM Tuesday and Thursday

EDU 268 Education Seminar CRN 15363  
Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM  
Meets three Saturdays: November 16, November 23, and December 7

**Jan 6- Feb 14      Session VI**

EDU 272 Educational Psychology CRN 25149  
Catalina High School 5:30-8:35 PM Monday and Wednesday

EDU 276 Balanced Literacy CRN 24488  
Rincon High School 5:30-8:00 PM Tuesday and Thursday

EDU 285 Secondary Teaching Methods CRN 24487  
Catalina High School 5:30-8:10 PM Monday and Wednesday

EDU 268 Education Seminar CRN 24482  
Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM  
Meets three Saturdays: January 11, January 25, and February 8

*Online Courses*

EDU 270 Educational Technology and Curriculum Integration CRN 24459

EDU 268 Education Seminar CRN 24458

**Feb 17 – March 28 Session VII**

EDU 273 Introduction to Special Education CRN 24490  
Catalina High School Monday and Wednesday 5:30-8:25 PM

EDU 277 Phonics Instruction in a Balanced Literacy Setting CRN 24492  
Rincon High School Tuesday and Thursday 5:30-8:10 PM

EDU 268 Education Seminar CRN 24483  
Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM  
Meets three Saturdays: March 1, March 15, March 29

*Online Course*

EDU 272 Educational Psychology CRN 24460

### **March 31- May 9    Session VIII**

EDU 274 ESL Foundations CRN 24494

Catalina High School Monday and Wednesday 5:30-8:35 PM

EDU 278 Elementary Science Methods and Curriculum Development CRN 24495

Rincon High School Tuesday and Thursday 5:30-8:10 PM

EDU 268 Education Seminar CRN 24484

Pima College Community Campus Rm A280C 8:30 AM – 12:30 PM

Meets three Saturdays: April 12, April 26, and May 10

#### *Online Course*

EDU 275 Classroom Management CRN 24824

### **Summer Session I 2003**

EDU 270 Educational Technology and Curriculum Integration

EDU 271 Introduction to Teaching

EDU 279 Elementary Math Methods and Curriculum Development

EDU 268 Education Seminar

### **Summer Session II 2003**

EDU 272 Educational Psychology

EDU 275 Classroom Management

EDU 280 Elementary Social Science Methods and Curriculum Development

EDU 268 Education Seminar

## **COURSE DESCRIPTIONS**

### **EDU 270 Educational Technology and Curriculum Integration**

Introduction to topics in educational technology. Includes electronic communications, basic productivity applications, computer system basics, multimedia and educational courseware, and technology integration into the curriculum. Also includes planning for and evaluating educational technology, security, ethics, and other issues in technology, and emerging technologies in education.

### **EDU 271 Introduction to Teaching**

Introduction to teaching for the prospective teacher focusing on the major models of teaching, the purposes served and the curricular methods employed with each model. Includes social models of teaching and learning, information processing models, personal models, behavioral models, synthesizing and applying models of teaching, lessons and assessments using various models, teaching as a profession, and methods for increasing instructional effectiveness.

### **EDU 272 Educational Psychology**

Introduction to the basic principles of educational psychology relating to the areas of physical, psychological, moral, social, and cognitive development. Includes personal and social development, cognitive processes in the classroom, behaviorism, cognitivism, constructivism, learning theorists, and assessment.

### **EDU 273 Introduction to Special Education**

Introduction to a variety of instructional, classroom management, and assessment strategies pertinent to teaching in a special education program. Includes the role and function of the special education teacher, preparing for instruction, constructing lesson plans, assessment, instruction, classroom management, instructional media learning tools, and special education compliance.

### **EDU 274 English as a Second Language Foundations**

Introduction to the historical, legal, theoretical, and sociological context of programs serving students with a non-English language background. Includes historical foundations of English as a second language programs, socio-cultural factors, minority language students, second language acquisition and portfolios.

### **EDU 275 Classroom Management**

Introduction to assisting students to master the knowledge and skills necessary to create and maintain a positive classroom environment. Includes an overview of classroom management, students' basic needs, creating positive interpersonal relationships, creating positive peer relationships, working with parents, and student motivation and learning. Also includes developing standards for classroom behavior, responding to violations of rules and procedures, using problem solving techniques, developing individual behavior plans, and school-wide student management programs.

**EDU 276 Balanced Literacy**

Introduction to literacy development for pre-kindergarten through middle school children. Includes, for pre-k through 3<sup>rd</sup> grade teachers, learning environments, assessment, selection and use of text, strategies, and high quality classroom instruction. Includes, for 4<sup>th</sup> through 8<sup>th</sup> grade teachers, independent reading, guided reading, literature study, strategies, and high quality classroom instruction.

**EDU 277 Phonics Instruction in a Balanced Literacy Setting**

Overview and exploration of phonemic awareness, phonics instruction, and related research findings. Includes quality literacy programming, understanding language and words, word study, learning about letters and words, and thinking comprehensively.

**EDU 278 Elementary Science Methods and Curriculum Development**

Overview of the content and instructional methods of teaching science in grades kindergarten through eighth. Includes the academic content of teaching science, the instructional methods of teaching science, practical application, observation, and evaluation.

**EDU 279 Elementary Math Methods and Curriculum Development**

Introduction to the content and methods of curriculum development in elementary math for the elementary and middle school teacher. Includes standards, resources, teaching math concepts, cooperative learning, topics, teaching aids, activity lessons, integrating mathematics lessons with other disciplines, and presenting a lesson.

**EDU 280 Elementary Social Studies Methods and Curriculum Development**

Overview of the content and methodology of teaching social studies in kindergarten through eighth grade classrooms. Includes social studies academic content, methods of instruction and evaluation.

**EDU 281 English as a Second Language Methods and Curriculum Development**

Introduction to English as a second language methods and curriculum development to prepare pre-service teachers to assess the language proficiency of English Language Learners/English as a Second Language (ELL/ESL) students. Includes introduction to ESL education, language acquisition theory, ESL pedagogical strategies and techniques, and ESL lesson planning.

**EDU 282 Science Methods in the Secondary Classroom**

An Overview of the theoretical background on the nature of science, the teaching of science, and the materials and methods used to teach science for the prospective secondary science teacher. Includes the multicultural view of science, understanding scientific paradigms and scientific revolutions, comparison of standards, textbooks, lab books, the internet, and other resources for teaching science, and issues of safety, ethics, controversy, and legality in lectures and labs. Also includes integrating lab and lessons, professional organizations for science teaching, constructivism and inquiry in the classroom, cooperative learning and creativity.

**EDU 283 Math Methods in the Secondary Classroom**

Overview of the strategies for mathematics learning, emphasizing constructivist, hands-on methods for grades seven through twelve. Includes standards, resources, teaching math concepts, topics in math, math teaching aids, activity lessons, integrating mathematics lessons with other disciplines, and presenting a lesson.

**EDU 284 English/Language Arts Methods in the Secondary Classroom**

Introduction to a variety of instructional strategies pertinent to the teaching of language arts in secondary schools. Includes the role and function of the secondary education language arts teacher, preparing for instruction, constructing lesson plans, teaching written expressions, teaching listening and viewing skills, teaching reading and vocabulary development, teaching researching and reporting, teaching public speaking skills, assessment, and classroom management.

**EDU 285 Secondary Teaching Methods**

Introduction to a variety of instructional, classroom management, and assessment strategies pertinent to teaching in the secondary schools. Includes the role and function of the teacher in a secondary classroom setting, preparing for instruction, constructing lesson plans, assessment, instruction, classroom management, instructional media learning tools, and students with special needs.

**EDU 290 Internship**

Overview of the teaching experience in a nine week internship. Includes initial discussion, observation, assessing learning environments, evaluating educational resources, long and short-term planning, mid-term evaluation, curriculum development and implementation, and accommodation to individual needs. Also includes assessments, parent and community collaboration, portfolio completion, teamwork, and professional development and evaluation.

**EDU 268 Education Seminar**

Special topics in education with an emphasis on current issues not covered in education courses.

## **PRACTICUM INFORMATION**

Each class in Pima College's Teacher Preparation Program will include a practicum component. Class practicum requirements will vary in the required number of hours based on class goals, objectives, and content. On average, classes will require 10-15 practicum hours. Embedded within these hours are following four components: Classroom Observation; Hands-on Content Area Experience; Teaching; and Mentor Support. Descriptions of the four components are as follows:

<b>Practicum Component</b>	<b>Hours Required</b>	<b>Tasks</b>	<b>Evaluation</b>
Classroom Observation	*3 hours *3 separate observations	*Observe students using guided observation format	*Written reports turned into course instructor
Hands-on Content Area Experience	*8 classroom hours *Direct work with students	* Small group work, tutoring, lab assistance, student assessment, and other direct-service related tasks	* Written documentation included in the student's portfolio or learning diary
Teaching	*1 hour *1 full lesson executed	*Plan and implement a formal lesson	*Formal lesson plan *Feedback from classroom teacher *Student self-assessment
Mentor Support	*3 hours *3 mentor-cycle meetings	Mentoring cycles include pre-lesson conference; mentor, observation of lesson implementation, and a post-conference/ feedback session.	*Completion of three mentor-cycle meeting logs

### **Classroom Observation:**

Classroom observations will mark the beginning of each practicum. Observations will be conducted in "program-approved" classrooms and will be guided by focus questions developed by individual class instructors. All observation components require a minimum of three distinct observation sessions. Focus questions should progress from general observations to content-specific instructional methods. Written reports from this experience should be included in the student's portfolio or learning diary.

## **Observation Logistics and Responsibilities-**

The Program Director will be responsible for providing each course teacher with:

- 1) A list of “program-approved” classrooms available for observation
- 2) A list of “program-approved” mentor teachers available for each course

The course instructor will be responsible for:

- 1) Distributing a list of program-approved classrooms and mentors to each student on the first class meeting date.
- 2) Reviewing practicum requirements for the class
- 3) Reviewing grading standards for the course practicum
- 4) Grading observation reports

The students are responsible for:

- 1) Selecting observation classrooms from the list provided by the course instructor
- 2) Arranging observation times and dates to equal the required number of observation hours as stated in each course syllabus
- 3) Reporting observation schedule to the course instructor
- 4) Completing observation forms, reports, etc as requires by the course instructor

The teachers in classes being observed are responsible for:

- 1) Signing and dating the completed observation forms verifying that students did in fact complete observations on said dates and times.

**Note: School Districts employing Emergency Certified Teachers are responsible for allowing teachers to use 4- 6 hours of personal leave time to complete observation requirements for each course.**

## **Hands-on Content Area Experience:**

Hands-on content experience will constitute the largest portion of the practicum experience. This component will include, but will not be restricted to small group work, tutoring, lab assistance, classroom instruction, educational materials preparation, student assessment, and other direct service related tasks that will increase the student’s content area knowledge. Written documentation of this component should be included in the student’s portfolio or learning diary.

## **Hands-on Content Area Experience Logistics and Responsibilities-**

The course instructor will be responsible for:

- 1) Clearly defining the requirements of the hands-on content area experience
- 2) Defining the grading standards for hands-on content area experience requirements
- 3) Reviewing work and reporting materials generated by students during the course of completing hands-on experience assignments
- 4) Grading hands-on experience work

The student will be responsible for:

- 1) Completing all hands-on experience assignments as defined by the course instructor.
- 2) Completing appropriate documentation as defined by the course instructor
- 3) Sharing assignment requirements with mentor
- 4) Using his/her mentor as support in completing hands-on experience assignments

Mentor teacher is responsible for:

- 1) Guiding and supporting the student in completing class hands-on experience assignments.

### **Teaching:**

Lesson planning, implementation, and evaluation constitute the third part of the practicum experience for each class. Students will plan, implement, and evaluate content area specific lessons with children, under the supervision of a program approved master teacher. In the case of foundations and theory classes this component may be completed in class with fellow students and act a preliminary step to working in the classroom with children and adolescents. Formal lesson plans as well as self-assessments or reflections should be included in the student's portfolio or learning diary.

### **Teaching Logistics and Responsibilities-**

Course instructor is responsible for:

- 1) Clearly defining the teaching requirements for the course
- 2) Providing students with a lesson plan format to be included with all lessons
- 3) Providing a lesson evaluation form for students to give to classroom teachers for the purpose of evaluation
- 4) Clearly defining assignment requirements and evaluation/grading criteria

Students are responsible for:

- 1) Selecting an program-approved classroom to complete teaching assignments
- 2) Discussing teaching assignment and plans with mentors during a pre-teaching meeting
- 3) Discussing the teaching assignment and teacher evaluation with mentors during a post-teaching meeting
- 4) Sharing lesson evaluation reports with mentors
- 5) Preparing and presenting mentors with mentor cycle documentation forms

Mentors are responsible for:

- 1) Meeting with students prior to their execution of their teaching components of the practicum and conducting a pre-teaching session
- 2) Meeting with students after their completion of their teaching component of the practicum and conducting a post-teaching session
- 3) Reviewing and discussing the teacher-completed lesson evaluation forms.

**Mentor Support:**

Mentor support requirements must be completed in cooperation with each student's master teacher/mentor. A minimum of three "mentoring cycles" must be completed to satisfy this requirement. Mentoring cycles include pre-lesson conference between the student and teacher mentor, observation of lesson implementation, and a post-conference/feedback session. Other activities included in the mentor support component may include general discussions, evaluation sessions, mini-lessons, coaching, material sharing, and other activities that will support and enhance the student's future teaching abilities.

**Mentor Logistics and Responsibilities-**

Course instructors are responsible for:

- 1) Providing students with all appropriate forms for documentation of student-mentor sessions.
- 2) Including mentor feedback in grading standards and grade assignment

Students are responsible for:

- 1) Providing mentors with lesson plans, evaluation forms, course standards, and mentor cycle forms to be completed during mentor meetings
- 2) Scheduling mentor meeting in cooperation with mentor

Mentors are responsible:

- 1) Completing at least three mentor-cycles with each student during the completion of each course practicum.
- 2) Completing mentor-cycle form in cooperation with the student
- 3) Completing mentor evaluation form for each student

**Mentor-Cycle Meeting Logs**  
Pre-Session or Pre-Observation

Student \_\_\_\_\_

Mentor \_\_\_\_\_

Meeting date \_\_\_\_\_

Topic discussed \_\_\_\_\_

Information:

Tasks:

Post-Session or Post-Observation

Date:

Review of tasks:

Evaluation/Feedback:

# SAMPLE

## Mentor-Cycle Meeting Logs

### Pre-Session or Pre-Observation

Student- *Susan Smith*

Mentor – *Helen Jones*

Meeting date *12/12/2003*

Topic discussed *Classroom management*

#### Information:

- *Discussed 7 Keys to Effective Classroom Discipline*
- *Identified areas for improvement including – set clear and reasonable limits, warning as ineffective tool; importance of processing problems with students*

#### Tasks:

- *Mentor teacher will model problem solving process with disruptive behavior*
- *Student teacher will read 7 keys.. article*
- *Student will implement problem solving process with at least one child and be prepared to discuss the process at next meeting*
- *Meeting date set for 12/18/02*

### Post-Session or Post-Observation

Date: *12/18/02*

#### Review of tasks:

- *Mentor teacher will model problem solving process with disruptive behavior*  
*COMPLETED*
- *Student teacher will read 7 keys.. article* *COMPLETED*
- *Student will implement problem solving process with at least one child and be prepared to discuss the process at next meeting* *COMPLETED*

- *Meeting date set for 12/18/02 COMPLETED*

#### Evaluation/Feedback:

- *Student comments: Difficult but worth the effort. Did not go as effectively as when master teacher modeled the process. Question: What do I do when a student refuses to participate in the process?*
- *Master teacher: Great first effort. Student teacher can ask resistant child to return to seat and complete problem solving form individually. When complete student may return to teacher for discussion. Other group activities are suspending until process is complete and contract signed.*